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ABSTRACT

The position of the Indiana Association of Colleges for Teacher Education in respect to the revision of teacher certification and the interrelationships among programs for preparing school personnel, professional standards, and educational practice is set out under the following headings: 1) "The Need for Certification", 2) "Certification for Teaching", 3) "The Nature of Teacher Education", 4) "Accreditation for Teacher Education", 5) "Programs for Teacher Education", 6) "Responsibilities for Teacher Education", 7) "Substandard Certificates To Teach", 8) "Certification Based on Out-of State Preparation", and 9) Initiation into the Profession." (MBM)

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# Recommendations

# for

# THE REVISION OF TEACHER CERTIFICATION

# in Indiana

Indiana Association
of Colleges
for
Teacher Education

SP005420

*THE MEMBERSHIP OF*
*THE INDIANA ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION*

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*DePauw University*

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The Indiana Association of Colleges for Teacher Education accepts responsibility for preparation of school personnel as a primary goal of the organization. This responsibility is reflected in a consensus of member institutions concerning interrelationships among programs for preparing school personnel, professional standards, and educational practice. The position of the Association in respect to these interrelationships appears in the following statements.

## I THE NEED FOR CERTIFICATION

a. Certification is a necessary procedure for promoting quality and competence among educational personnel, for protecting the interests of society and the State in the system of public education and its schools and for identifying eligible school personnel.

b. Responsibility for certification in Indiana has been appropriately vested by the Representative Assembly of the state of Indiana in the State Board of Education and its executive officer, the State Superintendent of Public Instruction. The Teacher Training and Licensing Commission of the State Board of Education has the authority and responsibility for certification of school personnel and for accreditation of programs for preparing teachers in teacher education institutions in Indiana.

## 2. CERTIFICATION FOR TEACHING

a. Initial or provisional certification to teach should be based on successful completion of an accredited program of teacher education, a baccalaureate degree, a recommendation for initial certification by the college, division, department or other administrative unit in charge of teacher education in an institution of higher learning in Indiana.

b. Following provisional certification for teaching, the completion of a professionally oriented and accredited masters degree program which includes the requirement of demonstrated professionally appropriate competency and which is approved by the college, division, department, or other administrative unit in charge of teacher education in an institution of higher learning in Indiana will be a prerequisite to granting a professional teachers certificate. (see item 6-c)

c. Maintenance of professional certification should be dependent upon successful participation in a continuing program of personal development and professional renewal. The concept of the life certificate to teach should be abandoned in future certification codes.

## 3. THE NATURE OF TEACHER EDUCATION

a. Teacher education is a cooperative venture involving teacher education institutions, commissioned schools, the Department of Public Instruction, the teaching profession, professional and learned societies and other appropriate organizations.

b. Teacher education is a continuing process, beginning with pre-service preparation and continuing until retirement from practice.

## 4. ACCREDITATION FOR TEACHER EDUCATION

a. Only institutions with accredited programs should prepare teachers.

b. Institutions should prepare teachers only in the areas or fields where programs have been accredited by the State Board of Education.

c. Criteria for accreditation should be program oriented, rather than specific course or credit oriented, with flexibility allowed for experimentation and adaptation to institutional differences in student populations, resources, locations, and other factors and with degrees of freedom adjusted to status of the institution in respect to regional accreditation and established reputation for preparing school personnel on innovative programs.

d. Accredited programs for teacher preparation certification should be based on minimal criteria established by the State Board of Education.

e. State accreditation standards and procedures should be coordinated with those of regional and national accreditation agencies.

f. Experimental programs in teacher education should be encouraged and jointly sponsored by the Division of Teacher Training and Licensing and the college, division, department or other administrative unit in charge of the Teacher Education program in the institution of higher learning.

**5. PROGRAMS FOR TEACHER EDUCATION**

a. Teacher education programs should recognize the wide variety of individual differences of persons enrolled in them and the positions they will ultimately fill. The components of these programs should be general education, content specialization, and professional preparation which merge into a coordinated educational experience aimed specifically at preparation of competent and knowledgeable teachers. Needs of teachers should be the paramount thrust at both the provisional and professional certificate. Professional competence should be the aim of teacher education.

b. Teacher education should be conceived as a program of preparation with provision for approved variations for experimental purposes and with planned continuity between the baccalaureate and masters degree programs. Teacher Education institutions should also plan within this structure so that there will be continuity between the provisional and professional certification programs. Articulation among accredited institutions for teacher education should take into consideration the needs and problems of transfer students seeking to complete teacher education programs.

c. Different professional areas require different breadths and depths of preparation, which should be reflected in programs stressing performance criteria rather than being based largely on credit-hour orientations.

d. Institutions share responsibility for preparing subprofessionals or paraprofessionals for work in public schools. Accredited programs to prepare such personnel should follow guidelines provided by the Department of Public Instruction. These persons should be certified in some appropriate way by the Department for service in schools in the areas for which they are qualified.

e. Professional aspects of programs for preparing teachers should be performance oriented and should stress opportunities to acquire teaching skills, understanding of children and youth, and familiarity with the real world of public education. Institutions, public schools, and other agencies should establish ways of working together to provide maximum practical experiences with distribution throughout the program. It is understood that performance competency is dependent on an adequate background of educational foundations and theory acquired in a

program which relates these bases for sound professional decision making to situations and settings where they may be applied.

f. Programs leading to professional certification as teachers should include work related to development of professional competencies as well as to increased knowledge in subject matter fields of specialization. Fifth-year programs preparing students for advanced graduate degree programs should be clearly distinguishable from those leading to professional certification as a teacher in elementary or secondary schools.

**6. RESPONSIBILITIES FOR TEACHER EDUCATION**

a. The State Board of Education and the State Superintendent of Public Instruction are appropriately responsible to the state of Indiana for the quality of teachers certified to teach in the schools of the State.

b. Accredited institutions for teacher education have the major responsibility for preparing teachers for initial entry (provisional certification) into the profession under regulations established by the Teacher Training and Licensing Commission.

(1) The teaching profession, learned societies, professional organizations, and school systems have a recognized responsibility for contributing to the development of programs to prepare teachers.

(2) Institutions accredited to prepare teachers have responsibility for applying criteria for entry into, for continuation on, and for graduation from programs for teacher education.

(3) Recommendation of the college, division, department, or other administrative unit in charge of teacher education in an institution of higher learning is a prerequisite to issuance of a provisional certificate to teach. The institutional recommendation for provisional certification should be based on criteria including performance in laboratory situations which justifies a reasonable prediction of teaching success.

c. Recommendation for professional certification is a dual responsibility of the institution operating the teacher education program and the profession.

(1) Professional certification should require recommendation from the college, division, department or other administrative unit in charge of teacher education in the institution of higher education in respect to appropriate professional competence.

(2) The school superintendent should endorse the candidate on the basis of demonstrated competence in the teaching role.

d. Continuing education following issuance of the professional certificate is a critical factor in the maintenance of professional competency and is the primary responsibility of the school system, organized professional groups and the individual teacher. Criteria for maintenance of certification should be established by the teaching profession, the school system, the Department of Public Instruction, and teacher educators.

e. The teaching profession and the Department of Public Instruction have responsibility to develop criteria and procedures for withdrawing certification from teachers who fail to achieve or maintain minimal qualifications to practice.

f. The teaching profession and the Department of Public Instruction should establish regulations controlling continuance of certification to teach during extended periods of professional inactivity and for reinstatement of certification for teachers wishing to return to active status in the profession.

**7. SUBSTANDARD CERTIFICATES TO TEACH**

a. The concept of limited certificates to teach is viewed as antithetical to the basic premises on which certification is based.

b. Teachers wishing to qualify for an area other than that in which they are currently certified should meet at least the standards for initial certification in that area and should be recommended by the division, department or other administrative unit responsible for teacher education in the institution of higher education.

**8. CERTIFICATION BASED ON OUT-OF-STATE PREPARATION**

a. Reciprocity agreements with other states in respect to teacher qualification and certification should be negotiated by the Department of Public Instruction.

b. Teacher preparation institutions should help teachers achieve the competencies identified by the Department of Public Instruction as deficiences. Institutions should, however, retain jurisdiction over granting of degrees.

**9. INITIATION INTO THE PROFESSION**

a. Teaching experience prior to professional certification should be conceived as a time when the teaching profession, school systems, the Department of Public Instruction, professional organizations, and teacher educators have an obligation to assist teachers to enter the profession successfully.

b. Opportunity for the provisionally certified teacher to maintain continued affiliation with the graduating institution should be provided. Cooperative efforts among members of the IACTE should be encouraged to guarantee that every beginning teacher will be reached and assisted in his transition from preparation to independent practice.

c. School systems should provide planned programs to orient new teachers to the system, the community, their specific responsibilities, and the profession. This program should continue as long as necessary in the probationary period and should be conceived as an essential step in the basic program of teacher education. Coordinated efforts with institutions preparing teachers should be maintained during this period of professional development.